Exploring Figurative Language through Poetry

General Information

Class: Regular Education/Inclusion  
Subject: Language arts  
Lesson Title: Exploring Figurative Language through Poetry  
Grade Level: 6-7  
Lesson Length: 1-2 class periods (approx. 60 minutes/class period)

Purpose

The purpose of this lesson is:

- To identify figurative language in poetry.  
- To establish the difference between multiple figurative language techniques.  
- To create original examples of figurative language.  
- To explore the purpose of figurative language in poetry.

Objectives

Content Objectives

Given assignments, all students will be able to identify examples of figurative language:

1. ELLs will become familiar with figurative language techniques (i.e., similes, metaphors, personification, etc.).  
2. ELLs will investigate multiple examples of figurative language within writing.  
3. ELLs will create original examples of figurative language.

Language Objectives

Given assignments, all students will be able to identify examples of figurative language:

1. ELLs will read and interpret poetry and individual examples of figurative language.  
2. ELLs will identify and respond to correct figurative language vocabulary through writing and non-linguistic representation.  
3. ELLs will rewrite the main points of figurative language and write original examples of figurative language.
### Cultural Objectives

Given a class discussion on the concept of figurative language:

1. ELLs will initially work in pairs to aid in the identification of figurative language in a class read-aloud novel study.
2. ELLs will receive prompts through teacher "thinking out loud" exercises on how to identify figurative language.
3. ELLs will respond to wiki posts to write examples of figurative language while drawing on personal connections/comparisons.

### NCSCOS: Goal, Objective, and Standard Addressed

Competency Goal 5: The learner will respond to various literary genres using interpretive and evaluative processes.

5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:

- Reading literature and other materials selected by the teacher.
- Engaging in small group discussions.
- Analyzing the effects on texts of such literary devices as figurative language, etc.

5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:

- Analyzing what genre specific characteristics have on the meaning of the work.
- Analyzing what impact literary elements have on the meaning of the text.

### Teacher Materials

The following materials will be needed for this lesson:

- Figurative Language PowerPoint (attachment)
- Handouts:
  - Figurative Language Notes (attachment)
  - Figurative Language used in *Locomotion* (attachment)
  - Comic Book Poetry (attachment)
- Copies of *Locomotion*, by Jacqueline Woodson, or another similar novel written in verse
- Colored Pencils
- Pencils
- Computers
- Data Projector
- Internet access
- Classroom Wiki or Blog use
Activity 1: Introduction and Schema Activation

- Figurative Language PowerPoint
  - Students will be introduced to figurative language through a short PowerPoint presentation (see Figurative Language PowerPoint on Teacher Materials link).
  - The teacher will display the PowerPoint using a data projector.
  - The teacher will discuss each type of figurative language mentioned in the PowerPoint.

- Figurative Language Notes
  - Students will take notes on the different types of Figurative Language using the Figurative Language Notes handout (see Figurative Language Notes attachment on Teacher Materials link).
  - Students will include an example for each type of figurative language discussed.
    - Figurative Language Notes are outlined in a Cornell Notes style
    - Researched-based Instructional Strategy:
      - Summarizing and Note Taking (Teacher Prepared Notes)
      - Vocabulary instruction: "Students learn [vocabulary] strategies better if presented through direct instruction," helping them to identify patterns among the words presented.

- Modifications for English Language Learners
  - Using Cornell notes consisting of "fill-in-the-blank" provides ELL learners with the most essential information up front. As these learners view the PowerPoint, they can see the appropriate words that fill in the blanks, and they don't have to filter through words in the lecture and pick out and disregard the essential and non-essential parts.
  - Teacher-prepared notes are helpful for ELLs.
  - Incorporating pictures/visuals in the PowerPoint helps ELLs make a connection for each figurative language example. Teachers may want to encourage ELLs to doodle the visual for each example made as a reference.
Activity 2: Assignment/Activity/Demonstration

- Figurative Language in Locomotion
  - Upon reading the novel *Locomotion*, by Jacqueline Woodson, students will be assigned the corresponding handout (see Figurative Language used in *Locomotion* attachment on Teacher Materials link).
  - Working in small collaborative groups (2-3 students; teacher assigned according to student needs), students will go back to the text, looking for each of the six examples of figurative language indicated on the handout.
    - Research-based Instructional Strategy:
      - Cooperative Learning
        - When students work together to accomplish a task, learning is not only encouraged through having a positive structured environment, but they view the task as a common goal.
        - Groups must be structured and kept small.
        - Research suggests that organizing students into cooperative groups at least once a week shows significant gains in learning.
  - In addition to finding an example in the text, students will be asked to include the page number for the example and provide a simple illustration to help students make a connection to the figurative language technique.
    - Researched-based Instructional Strategy:
      - Non-linguistic Representations
        - Research indicates that students learn through linguistic (lectures, reading) and non-linguistic (visual and/or kinetic learning) representation.
        - According to Marzano, "The more students use both systems of representing knowledge, the better they are able to think about and recall what they have learned."
  - Modifications for English Language Learners
    - ELLs can be provided with an English/Spanish dictionary to help identify unfamiliar words in the text.
    - Cooperative learning groups are very beneficial for ELLs. It helps to provide structure and support these students need by pairing them with strong peer partners who aids this learner in making connections and comprehension.
      - According to research, "There may be no other instructional strategy that simultaneously achieves such diverse outcomes as cooperative grouping."
    - Non-linguistic representations provide some of the best support for ELLs. Incorporating this strategy into teaching helps these learners make connections between and among ideas.
Activity 3: Conclusion

- Online Wiki or Blog Discussion
  - Students will engage in an online wiki or blog discussion by writing examples of figurative language and having classmates identifying each others' examples.
  - This activity can be done as a classroom conclusion activity or as a homework assignment; students will need access to a computer/internet, and a wiki or blog user ID.
  - The purpose of this activity is to not only wrap up discussion of figurative language terms, but to also help students apply and identify such terms.
    - To help students recall figurative language definitions, teachers may want to provide a link of identified terms (Figurative Language PowerPoint can be attached; view Teacher Materials page for this artifact).
    - Incorporating Internet tools for communication helps students make connections between both the content area and one another.
  - Student discussion guidelines should be set prior to this activity.
    - For a sample of student discussion guidelines, visit the appropriate link on the example wiki: PBWiki: Exploring Figurative Language through Poetry

- Modifications for English Language Learners
  - Providing a link to help students recall figurative language vocabulary helps ELLs with vocabulary identification.
  - As stated in Activity 1, the incorporation of PowerPoint with provided visuals helps ELLs make connections between and among figurative language terms.
  - Research is as related in Activities 1 and 2 of this lesson.

Activity 4: Assessment

- Comic Book Poetry
  - Student assessment of figurative language terms will be informally conducted through the Comic Book Poetry handout (see Comic Book Poetry attachment on Teacher Materials link).
  - This handout can be used as either a homework assignment assessment or an informal class work assessment.
  - Students are asked to identify specific figurative language terms (analysis) and write a few examples of their own (application).
  - If used as a class work activity, set an appropriate time frame (approximately 15 minutes) for students to complete the assignment.

- Modifications for English Language Learners
  - The incorporation of pictures throughout this handout helps ELLs to continue to bridge the connection for figurative language sentence. This pictorial representation helps ELLs identify what the sentence is saying; however, they will be asked to recall and apply what the figurative language terms actually means.
  - ELLs can be provided with an English/Spanish dictionary to help identify unfamiliar words in the text.
**Instructional Technology Used For Teaching**

The use of technology will be integrated into this lesson in the following activities and at the indicated levels:

**Figurative Language PowerPoint**
Technology Use Category: Level 3--Teacher Helper (Presentation Tools) Instructing

- **Rationale:**
  - This PowerPoint presentation is used to provide a definition/explanation of each figurative language tool taught. To aid in this presentation, students will use the "Figurative Language Note-taking" worksheet which outlines notes aligned with the presentation. Using technology to present material to students helps to engage them more than just simple lecture. It also helps to provide differentiation for students who need structured note-taking strategies and English Language Learners.

**Comic Book Poetry Worksheet (designed using Comic Life Web 2.0 Tool)**
Technology Use Category: Level 4--Teacher-made Resources for Students (Exercise and webpage builders) Instructional Technology for Learning

- **Rationale:**
  - This worksheet, created using the Web 2.0 tool Comic Life, is created to provide a more engaging learning experience for students. Using activities which are visually appealing to students, and which relate to their interests (comic/superheroes) can create a more meaningful learning experience. Providing pictures additionally helps ELLs connect figurative language techniques to background information, especially when asked to produce figurative language examples of their own.

**Poetry Wiki/Blog**
Technology Use Category: Level 9--Student-made Resources (Audio and video podcasting, blogging, moviemaking) Creating

- **Rationale:**
  - By integrating a wiki component and blog discussion, students are responsible for creating their own technology products while incorporating the uses of figurative language. Giving students the assignment to "add on to the poem" gives individuals the responsibility of using a chosen figurative language technique, and allows for a degree of creativity.
Author Information

Lesson Author: Molly Cottrell Zimmer
School: Brawley Middle School
Signature: xxx
Permission to Publish: Yes